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ABSTRACT

This paper deals with an attempt by the Indiana University of Pennsylvania (IUP) to strive for excellence in education via a collaborative approach to administrator preparation. The approach utilizes professionals from both the university community and the local education agency in forming a training team to prepare preservice supervisors and administrators. The training of preservice vocational administrators at IUP represents a shift from the traditional format to one that is competency-based and field experienced. Appended are several aspects of the Indiana University of Pennsylvania Vocational Leadership Program: (1) the responsibilities and duties of those responsible for the program; (2) an overview of the salient features of the program; (3) the required competencies; (4) the competency guide sheet; and (5) a staff questionnaire. (SI)

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PRESERVICE ADMINISTRATOR PREPARATION: A COLLABORATIVE APPROACH

Paper Presented at

"The Challenge of Change with Conviction, Confidence, and Courage"

American Association of Colleges of Teacher Education

February 28, 1986
Chicago, Illinois

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by

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TITLE OF PAPER: Preservice Administrator Preparation: A Collaborative Approach

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Recent reports on education, notably, "A Nation At Risk: The Imperative for Educational Reform," (April, 1983) and "The Unfinished Agenda: The Role of Vocational Education in the High School" (Dec., 1984) have brought into sharp focus the need for educators to rise to the challenges of educational excellence. The authors call on all educators to plan and implement, "the development of the talents of all to their fullest," (A Nation at Risk, p.6) The underlying assumption threading throughout the reports is that if we, as educators, don't rise to the challenge, others will. If we desire to maintain control of our own educational system, we must be innovative and responsive to the needs of all of our clients.

The professional development of vocational teachers and administrators is a high-priority concern of most vocational educators at the national, state, and local levels (Taylor, 1982). Citing Norton (1981) from a paper delivered at a recent national competency-based conference, "The need for competent administrators of vocational education at both the secondary and postsecondary levels continues. It is no secret that the operation of high-quality vocational education programs requires leaders who possess many complex and unique management skills. Many states have established the preservice and inservice training of their local administrators of vocational education as one of their top priorities for personnel development" p. 43.

Historically vocational administrator preparation in Pennsylvania had been delivered by conventional means, characterized by classroom lectures and a brief internship. Certification candidates registered for a series of courses, the successful completion of which, together with a short internship at a vocational/comprehensive high school, yielded certification as a vocational administrator. Weaknesses of such a system proliferated: courses were not offered or contained too few registrants, the courses themselves were not relevant to vocational administration, the role for which they were trained in the classroom was considerably different from the incumbent role, and perhaps most serious, theory was not put into practice until the candidate was hired, often with a considerable lapse of time after receiving the certificate. The training of preservice vocational administrators at Indiana University of PA (IUP) represents a shift in emphasis from this traditional format to one which is competency-based and field experienced; the key to its success rests with a training collaboration among all segments of the educational community. This paper deals with one attempt to strive for excellence via a collaborative approach to administrator preparation: utilizing professionals from both the university community and the local education agency in forming a training team to prepare preservice supervisors and administrators.

Administrator candidates have differing professional growth needs and learning styles as well as distinct preferences of the type of interaction between themselves and the trainer(s). To accommodate these distinctions, IUP incorporates a diversified staff as a training team. Included in the training team is a senior member of IUP's instructional staff, called the Senior Teacher Educator who acts as an overall program advisor and coordinator. Also on the training team is a member of IUP's field staff who regularly visits each intern at her/his school to offer process help as well as evaluate the

administrative skills developed. Finally, an inhouse helper, usually the director or supervisor of the local secondary vocational/high school, provides the day-to-day assistance in developing administrative skills. Together, the three members of the training team collaborate in providing intensive, personalized assistance to each intern (see Appendix A, attached).

In addition to the collaboration provided by the training team, IUP's vocational administrator program integrates into a total training delivery system components found by the research to be effective. For example, the efficacy of competency-based education (Norton, Spencer, Harrington, 1983; Hamilton, Fardig, Harrington, Wonacott, Lowry, 1981; Norton, Ross, Garcia, Hobart, 1977) coupled with field-experiences provides the foundation of the program. Similarly, the effective schools research calls for instructional leaders to be visible to students and staff while spending a significant amount of their time observing classes (Robinson, 1985). Accordingly, IUP's program employs the clinical supervision model as it relates to a series of instructional improvement and curriculum development competencies. Still other components are flexibility and customizing the development of skills, open-entry/open-exit facility, and a shared responsibility among the secondary vocational administrators of northwestern Pennsylvania and IUP in evaluating competency attainment and recommending for certification (see Appendix B, attached).

Vocational leadership candidates (called interns) develop each competency (or skill) in an actual school administrative situation (see Appendix C), and skill attainment is evaluated via a series of assessment instruments (see Appendix D, p.4). The requisite theory for each skill is acquired via a series of Competency Guide Sheets. The Competency Guide Sheet illustrated in Appendix D, "Generate A Needs Assessment Instrument," is one of a total of 136

developed for the leadership program. By the nature of the skill to be developed as well as the availability of resource material, some Competency Guide Sheets are longer than three or four pages, and contain related theory within themselves. Two or three are, in fact, complete, self-directed learning modules. The evaluation process includes a self-assessment by the intern her/himself followed by a review by the local inhouse helper using the assessment instrument. Finally, the university field person reviews the competency documentation from a university perspective. If no serious weaknesses are identified, the skill is entered into the university MIS as completed. If weaknesses are uncovered through the review, the university field person and local inhouse helper jointly determine the need for and extent of recycling.

Exit from the program is accomplished via a Council of Educators' review. The Council consists of a university senior staff member, the local inhouse helper, and an outside vocational administrator. The Council examines the candidate in terms of the documentation for each competency, in terms of responses to several case studies, and in terms of a videotaped administrative skill prepared by the candidate. Using these three sources of evidence, the Council jointly recommends (or fails to recommend) the candidate for state certification.

IUP's leadership development program is evaluated annually by each intern, each local inhouse helper, and the field staff (see Appendix E). The evaluation instrument is comprehensive in nature and designed to determine whether all components are in place and operating as expected to produce planned outcomes. The goal of the evaluation is to identify program strengths as well as weaknesses in preparation for planned change.

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APPENDIX A

INDIANA UNIVERSITY OF PENNSYLVANIA
Vocational Leadership Development

Responsibilities and Duties of Those Responsible for the Program

The Vocational Leadership Development program (director of vocational education, supervisor of vocational education and vocational education curriculum specialist) will utilize a team of professional vocational educators functioning as learning facilitators for a prescribed number of leadership interns. The team will consist of a senior teacher educator (a tenured faculty member), a field resource person (a non-tenured faculty member), and a school leadership resource person (a local school district supervisor or director). The overall guidance and control of the program relative to planning, budgeting, programming and evaluating will be the responsibility of a member of the Center management team.

Functions of Members of a Field-Based Leadership Development Delivery System

Senior Teacher Educators

The Senior Teacher Educator (STE) in conjunction with the management team representative will direct the program of instruction for the Leadership program (director, supervisor, and curriculum specialist of vocational education). The STE will:

1. serve as team leader;
2. act as an official advisor in program planning;
3. in conjunction with a Field Resource Person, serve intern's common needs through group instruction at a small group meeting conducted periodically each semester;
4. be responsible for determining the leadership interns' professional competence;
5. organize a Council of Educators' Review Board for each leadership intern;
6. meet with Field Resource Persons once each week;
7. meet with interns and school leadership resource persons periodically each semester;
8. be responsible to process an intern's certification application and to clear candidate for course grades;
9. direct efforts to develop a Field Resource Person's leadership abilities.

Field Resource Persons

The Field Resource Person (FRP) will serve a predetermined number of leadership interns in a specific geographic location. The FRP will:

1. assist leadership interns in program planning;
2. interpret the field-based leadership delivery program to leadership interns and assess individual needs relative to the planned program;

3. plan and conduct seminars and workshops that complement an intern's competency development;
4. where possible, endeavor to observe leadership interns in administrative situations;
5. plan strategies that assist in monitoring interns' progress through the field-based program;
6. assist in organizing and conducting the Council of Educators Review;
7. act as liaison between the vocational school and the university;
8. use videotape equipment to provide positive feedback, support, and encouragement throughout an intern's program of competency development;
9. conduct following "helping conferences" to inform the leadership intern of performances that may need to be improved;
10. evaluate product and process type competencies as part of a professional vocational education team;
11. provide each assigned intern with no less than one hour of help per week.

School Leadership Resource Person

The School Leadership Resource Person (SLRP) will be a practicing supervisor or director in a vocational or comprehensive secondary school who will function as an inhouse helper to a predetermined number of vocational leadership interns. The SLRP will:

1. help leadership interns choose elective competencies which will enhance the development of the intern and the development of the leadership in the school;
2. regularly supervise the leadership intern, with at least one hour per week in a personal, private conference;
3. assist in developing competency needs assessment profiles for the interns;
4. assist in providing opportunities for competency development of interns;
5. provide periodic and final competency progress and assessment data;
6. participate in total program evaluation and improvement;
7. provide clarification and reinforcement relative to the intern's own evaluation of enabling experiences;
8. use videotape equipment to provide positive feedback, support and encouragement as appropriate;
9. conduct following "helping conferences" to inform the leadership intern of performances that may need to be improved;
10. provide each assigned intern with no less than one hour of help per week.

Revised May, 1983

APPENDIX B

INDIANA UNIVERISTY OF PENNSYLVANIA
Department of Vocational-Technical Professional Studies

VOCATIONAL LEADERSHIP DEVELOPMENT

OVERVIEW

Although IUP's vocational leadership development program has been underway for several years, it is still in its infancy. At the end of each academic year, evaluation instruments are administered to every participant in the program--interns, field resource persons, faculty, and local secondary school inhouse resource persons. Based upon the responses from each, modifications are made to the program making maximum use of the strengths as well as remedy weaknesses.

This document will present the salient features of the vocational leadership development program at IUP's Department of Vocational-Technical Professional Studies.

COMPETENCIES TO BE DEVELOPED WERE CAREFULLY IDENTIFIED, VERIFIED, AND MADE PUBLIC IN ADVANCE

Several studies were used in identifying and verifying that tasks (or competencies) needed by vocational leaders (Ramp, 1974; Norton, et.al., 1977; Cotrell and English, 1987; Cotrell and Dunton, 1979; Dunton, 1979, Cotrell and Casler, 1980; and Drake, 1980). From these studies, a list of tasks were presented to a variety of leadership personnel and vocational agencies for validation on a statewide basis. Additionally, the list of competencies was validated for use in western Pennsylvania prior to implementation of the pilot program and have been further subjected to empirical validation (Allen, 1983).

All of the students enrolling in the program (called leadership interns) are provided with a list of the required competencies, a list of the elective competencies, and Leadership Performance Assessment Forms (LPAFs) which contain evaluative criteria for each competency for which leadership interns are held accountable.

COMPETENCY BASED

The requirement in Pennsylvania to receive vocational leadership certification is founded on skill development and related theory acquisition rather than an accumulation of semester hours of credit. Therefore, IUP's leadership program is based on demonstrated competency development adhering to the American Association of Colleges of Teacher Education's criteria of essential elements and desirable characteristics. As with any non-traditional delivery system, a unique blending of the university's time-based frame and the leadership program's competency-based frame--where learning is the constant and time is the variable--was necessary. That is, for every three competencies developed, one credit is awarded. However, exit from the program is determined only by competency attainment rather than the number of credits earned.

E.K. Allen
February, 1986

CAREER LADDER

Three career options are available to vocational leadership candidates: curriculum specialist, supervisor, and administrator. The curriculum specialist assists instructors with curriculum development and instructional planning. The supervisor assumes the same responsibilities, with the addition of assistng instructors with pedagogical skill acquisition. The director's role encompasses the roles of the curriculum specialist and supervisor as well as categories of competencies including management of fiscal affairs, buildings and equipment, and greater responsibilities in categories of management of personnel, support services, and internal and external communications.

Thirty-nine competencies are needed for the vocational curriculum specialist level. With the development of twenty-four additional competencies (sixty-three total), the candidate can exit with vocational supervisory certification. Finally, a candidate can remain with the leadership program and develop all competencies for the director's credentials (90 required with 18 elective from a remaining pool of 46).

True to the open-entry open-exit concept, the leadership program can accommodate the career aspirations of any bona fide candidate. The applicant can "jump in" at any time, continue developing competencies, and "jump out" when the requisite number of competencies for a particular program (curriculum specialist, supervisor, or director) have been attained. Or a candidate may enter the program and remain with it until all competencies have been developed across all individual programs.

FIELD BASED

All competencies are developed in an actual school administrative situation using the instructional and support staffs of the local AVTS or comprehensive high school as a real classroom laboratory. No classes are taken per se at the university; and with rare exceptions, no competency is developed in a simulated setting. The field-based feature enables an intern to immediately apply theory into practice, as well as integrate state-of-the-art theory and practice into the mainstream of the school.

SHARED RESPONSIBILITY FOR LEARNING

Unique to competency-based education (CBE) is the division of responsibility in assisting interns with the development of their individual competencies. This responsibility is shared by four members of the training team--the local in-school resource person and helper, the field resource person from the university, the university senior teacher educator, and the intern her/himself.

E.K. Allen
February, 1986

Ideally, the intern assumes a major portion of the learning, with the school leadership resource person (SLRP) helping with skill development, the senior teacher educator (STE) coordinating the activities of the others and assuring consistency throughout the entire training process, and the university field resource person (FRP) helping with skill integration. The degree to which this ideal is realized is dependent upon the commitment of the intern to apply him/herself wholeheartedly to the seriousness of the program.

ADMISSION REQUIREMENTS

All leadership candidates are expected to meet both university and state requirements for admission to the program. Such requirements include (at present) satisfactory vocational teaching experience (three years for supervisor and curriculum specialist candidates; five years for director candidates), a recommendation from a vocational administrator, written agreement by an administrator willing to sponsor the candidate at a local school, and diagnostic assessment. Together with a personal interview with the program coordinator, all the admission criteria are weighed to determine a candidate's suitability. The emphasis however rests with a screening-out as opposed to a screening-in process.

Additionally, certain university and graduate school requirements are imposed for continuation in the program and advanced degree work.

MODULARIZED

Since a leadership intern is not requried to attend classes, it becomes important to assure all concerned that a suitable knowledge base is established for each competency. Theory for each competency is delivered via a series of modules carefully prepared by a number of sources: The National Center for Research in Vocational Education at the Ohio State University, The American Institute on Research, Virginia Polytechnic Institute, the Pennsylvania Research Coordinating Unit, and locally developed modules/competency guide sheets. Major reliance is placed on the National Center and the Pennsylvania RCU modules because they align themselves to closely with IUP's program.

To assure a sound cognitive base has been developed, a series of competency guide sheets (CGS) have been developed for each competency. To date, 134 of these guide sheets have been written and disseminated to the field. Each CGS identifies resources fo theory, incorporates a skill development plan, suggests items of documentation, and requires the intern to review the Leadership Performance Assessment Form (LPAF) prior to any developmental work. Some CGSs are self-contained and function identical to a module. As a result, these guides will provide theory in depth or only one competency at a time, thus both simplifying and adding rigor to the process.

E.K. Allen
February, 1986

FLEXIBLE

In the Leadership development program, time is flexible for the individual interns, while the skill development (i.e., learning) remains constant. All interns must attain the competencies at the level specified (see below, p. 6) to complete the program. For some it may be as short as two semesters, but it may be as long as several semesters for those who enter with little practical administrative experience.

Mention was made above concerning elective competencies. To add a greater degree of flexibility, as well as "personalize" an intern's total program, not all competencies are required. An intern may select as many as eighteen competencies from a large pool if those prove to be more suited to conditions, applicable to local needs, and/or customize the intern's program.

HUMANISTIC

The individualized nature of the program in the context of a one-to-one relationship calls for emphasis on interpersonal communication skills being practiced at all levels of the program. These skills must be used by the differentiated staff of the program to establish a model for the interns to use in developing helping skills which will enhance their capabilities in working with others. Good human relationships in day-to-day activity must be exemplified by all.

DIFFERENTIATED STAFFING

At present, the vocational leadership program utilizes a coordinator, a senior teacher educator (STE), a field resource person (FRP), and a School Leadership Resource Person (SLRP). Plans include utilizing senior staff for additional input in the training process as the need arises.

The coordinator assumes the responsibility to review all the admission criteria, evaluate the program, review the completion of an intern's program, and coordinate the activities of the leadership program with other programs of the department. The responsibility of the FRP is to assist the interns with skill integration, conduct the theory debriefing process, and arrange for the small group seminar meetings. The SLRP coordinates the activities required by each competency with the school's activities and provides suitable opportunities for the intern to develop individual skills. The STE essentially acts as a program advisor and ties all elements together.

CLINICAL SUPERVISION

The clinical supervision concept is practiced in this program since most of the assistance provided to and by the interns is on a one-to-one basis. Each intern is constantly reminded to work with individual instructors with an aura of a bona fide helping attitude. Through the leadership interns, each instructor must grow professionally via self-evaluation to reach her/his full potential of self-actualization.

E.K. Allen
February, 1986

One competency required in all programs at a mastery level is No. 774, "Conduct Helping Conferences with Faculty/Staff Members." Through this competency, the helping skills are honed to a fine degree and constantly practiced.

SELF PACING

While program requirements dictate a minimum of eighteen competencies per semester (six credits are required on a three-competency-for-one credit basis), interns may develop as many competencies as their energy and the situation in the particular school will permit during the semester. One may develop eighteen or thirty depending on the situation. All interns must have a minimum of two instructors outside their occupational specialty to assist each week in order to obtain minimal experience in the vocational curriculum specialist and supervisor development programs to assure confidence in dealing with all areas of vocational education.

TEST-OUT FEATURE

Application-level competency documentation is possible through appropriate forms of evidence. That is, if interns believe they are already competent for a particular task (from past experiences), it is necessary only to gather the evidence (letters, memos, forms, etc.) documenting that skill. To assist in the documentation process, a guide sheet is provided.

Interns, additionally, must be cleared on the necessary theory supporting an application level competency before being approved for a "test-out" condition. In other words, interns must demonstrate a cognitive base as well as physical documentation for the test-out feature.

INDIVIDUALIZED

At the beginning of each semester, an intern, the SLRP, and FRP will discuss which competencies can be developed for that semester. A document has been developed to assist in this needs assessment process. (See "Needs Assessment" section below, p. 6). Based upon this discussion, a plan is formulated (called a contract) listing the competencies in sequential order the training team (SLRP and FRP) and the intern agree are the ones to be developed for that semester. This plan is tailored to the unique and individual needs of the intern and the local school situation.

As part of this discussion, interns are free to select any competency to develop which will suit their particular needs at that time. If an opportunity arises that would expedite completing a particular competency, an intern may take advantage of that opportunity.

In the process of developing a competency, an individual will have theory needs as well which may be met both by individualized assistance and the selection of the appropriate module and/or learning experiences.

E.K. Allen
February, 1986

ARTICULATION

The leadership development program readily lends itself to cooperation and sharing of skills in a number of ways. It was noted above that curriculum specialist and supervisory interns must have a minimum of two instructors to assist with the instructors' own professional development. Those instructors may be beginning teachers enrolled in IUP's provisional or permanent (Level I or Level II) certificate program. As such, with this assistance, the intern may function as a school resource person with the Level I or Level II programs while at the same time fulfilling their responsibility to the leadership program.

Additionally, the intern may perform useful work within the school itself. For example, with the curriculum and instruction skills being developed, the latest in curriculum development theory and instructional systems are integrated directly into the school. The implementation of staff development plans, staff evaluation plans, and advisory committee maintenance are other examples which can be cited in this area of work beneficial to the school.

NEEDS ASSESSMENT

Very early in an intern's program a needs assessment is conducted to assist in the skill development process. The intern, SLRP, and former supervisors (if any) concurrently and independently review each competency statement as it relates to the intern's degree of competence. The separate assessments are then compared to determine the extent to which each competency is to be addressed--that is, which will be "tested out," which will be fully developed, and which needs just a little more experience.

This needs assessment uses the following rating scale:

1 indicates awareness level

2 indicates understanding

(levels one and two are essentially theory)

3 Guided application

4 Independent application

5 Mastery

(levels three, four, and five are application)

E.K. Allen
February, 1986

INDIVIDUALIZED PRESCRIPTIONS

Once the assessment has been completed and the competencies to be developed for the semester are selected, a plan for the development of each competency is prepared. This implementation plan, found with each competency guide sheet, details (a) which specific criteria on the LPAF will be addressed, (b) the theory resources to develop a cognitive base and (c) a scheme for developing the competency at the requisite level. The prescription is developed jointly by the intern and SLRP, thus further refining the process of individualization.

CONTINUOUS FEEDBACK AND SELF EVALUATION

In the process of developing a competency, interns are provided with considerable feedback from their SLRPs and FRPs. To assist them, the SLRP meets with the intern on a daily basis, while the FRP visits the school on regular, periodic schedule. A debriefing of selected learning experiences in the leadership modules or CGSs is used to establish a sound cognitive base. By the very nature of the program, each intern receives continuous feedback from the training staff as well as the local professional staff being assisted.

EVALUATION OF COMPETENCY ATTAINMENT

Once an intern feels the appropriate level of application has been attained in a given competency, there are three stages of review. In the first stage, a careful self-evaluation by the intern is conducted using the assessment instrument (LPAF) including the selection, preparation, and presentation of tangible evidence of support; i.e., physical documentation.

In the second stage, the school leadership resource person (SLRP) reviews the materials presented by the intern and assesses her/him utilizing the LPAF. Finally, during the last stage, the FRP reviews all material and approves the attainment of the competency or, in consultation with the SLRP (and/or STE), directs the recycling of appropriate learning experiences and/or the presentation of additional evidence for documentation.

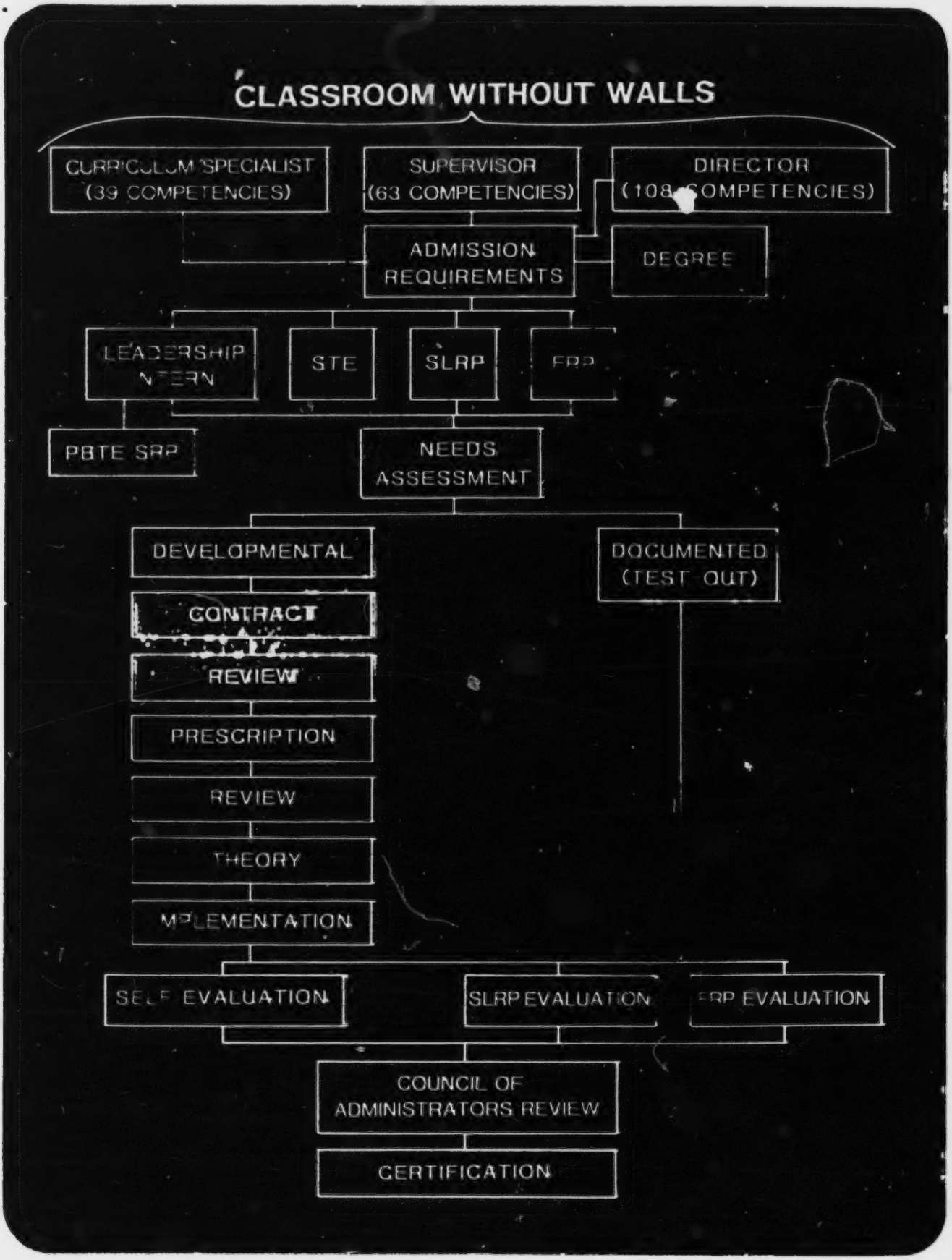
COUNCIL OF LEADERSHIP EDUCATORS REVIEW

The Leadership program at IUP has been functioning since February, 1981 and has been serving variously six to twenty interns at any one time. As a terminal, culminating experience, each leadership intern is expected to present him/herself to a review panel consisting of at least one representative from inhouse administration (usually the SLRP), outside AVTS administration, and university faculty, both senior staff and field staff. During the Council of Educators Review, the intern will present all the competencies in her/his program, together with the supporting documentation, display a brief sample of his/her leadership skills via a videotaped recording, participate in a discussion of those skills, and submit a written response to a case study received in advance.

E.K. Allen
February, 1986

Contingent upon the intern's past skill development, present skill integration, and evidence of future intentionality, both local vocational administration and higher education will assume the responsibility of recommending the candidate for certification.

E.K. Allen
February, 1986


CLASSROOM WITHOUT WALLS
CURRICULUM SPECIALIST (39 COMPETENCIES)
SUPERVISOR (63 COMPETENCIES)
DIRECTOR (108 COMPETENCIES)
ADMISSION REQUIREMENTS
DEGREE
LEADERSHIP INTERN
STE
SLRP
ERP
PBTE SRP
NEEDS ASSESSMENT
DEVELOPMENTAL
DOCUMENTED (TEST OUT)
CONTRACT
REVIEW
PRESCRIPTION
REVIEW
THEORY
IMPLEMENTATION
SELF EVALUATION
SLRP EVALUATION
ERP EVALUATION
COUNCIL OF ADMINISTRATORS REVIEW
CERTIFICATION

APPENDIX C

INDIANA UNIVERSITY OF PENNSYLVANIA
Center for Vocational Personnel Preparation

Director of Vocational Education
Required Competencies

Management of Curriculum

701 Develop a school philosophy for vocational education. (4)

702 Cooperate with community power structure to obtain support and approval of the vocational education program. (3)

704 Obtain input from the local advisory committee in establishing curricula for vocational education. (4)

705 State objectives of vocational education consistent with the vocational school philosophy. (4)

711 Incorporate business and industry manpower projections, student interest, census data, and other appropriate community information data in determining the vocational education programs. (3)

712 Make curricular recommendations for vocational programs. (3)

*713 Assist instructors to establish or reorganize existing occupational advisory committees. (4)

*714 Assist instructors to describe occupations and validate with occupational advisory committees. (4)

*715 Assist instructors to develop philosophy statements for curricula. (4)

*716 Assist instructors to develop general goals and objectives for curricula. (4)

*717 Assist instructors to obtain existing analyses or to generate occupational analyses. (4)

Director Req.
Revised 10/85

*718 Assist instructors to write task statements. (4)

*719 Assist instructors to select occupational tasks appropriate for instruction and validate with occupational advisory committees. (4)

*720 Assist instructors to develop occupational grids. (4)

*721 Assist instructors to analyze tasks. (4)

*722 Assist instructors to develop terminal performance objectives and validate with occupational advisory committees. (4)

*723 Assist instructors to compile curriculum framework documents. (4)

724 Assist administration to prepare state approval applications. (4)

*726 Assist instructors to comply with state and federal laws and regulations pertaining to general and vocational education curricula. (3)

*727 Assist instructors to provide vocational education designed to meet the needs of all persons to be served. (3)

*728 Assist instructors to assess curriculum content with former students and employer follow-up study data. (4)

*729 Implement curriculum content modifications. (4)

731 Prepare proposals for curriculum development. (3)

732 Project long-range (5-year) program needs for vocational education. (3)

Director Req.
Revised 10/85

Management of Instruction

*733 Evaluate process and product teaching performances. (5)

735 Assist instructors to develop enabling performance objectives. (4)

*738 Provide appropriate vocational educational materials, instructional aids, and resource persons. (4)

*741 Assist instructors to accommodate student learning styles. (4)

*742 Assist instructors to develop learning packages. (4)

*745 Assist instructors to develop skills in individualizing the execution of instruction. (4)

*746 Assist instructors to develop skills in the execution of instruction for groups of students. (4)

*748 Assist instructors to develop skills in the evaluation of instruction. (4)

*749 Assist instructors to develop shop/classroom management skills. (4)

751 Assist instructors to develop skills in planning and implementing an effective school-community relations program. (4)

*756 Evaluate the vocational instructional program. (4)

757 Maintain an economical delivery system which achieves the stated vocational objectives. (3)

*758 Assist instructors integrate the activities of student organizations with the vocational instructional program. (4)

759 Assist instructors to provide vocational instruction to serve special needs students. (4)

760 Maintain a schedule of instruction to meet the needs of individual vocational students. (3)

*761 Comply with laws, rules, regulations, and policies relative to vocational education instruction. (4)

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Management of Personnel

762 Implement vocational education personnel policies established by the board. (4)

*763 Comply with laws, rules, and regulations pertaining to the employment of vocational education personnel. (4)

*765 Maintain recruitment and selection procedures for vocational education faculty and other personnel. (4)

*766 Provide a program of staff development. (4)

768 Maintain a salary and fringe benefit structure. (3)

769 Maintain staff morale, an open administration, and a cooperative atmosphere. (4)

770 Delegate responsibility and authority. (4)

*772 Evaluate the performance of all personnel. (4)

Management of Communications

*774 Conduct helping conferences with staff/faculty members. (5)

775 Engage in reinforcement. (4)

776 Cope with and manage inappropriate behaviors. (4)

*778 Establish effective working relationships with other system personnel. (4)

*779 Coordinate vocational instruction with the academic program. (4)

*780 Work cooperatively with groups. (4)

782 Communicate curricula with public. (4)

*783 Link relevant resource persons and information systems. (4)

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784 Identify the vocational education information needs of individuals and groups within the community. (3)

787 Disseminate vocational education information through radio, television, exhibits and other media. (4)

*788 Obtain advisory committee(s) assistance to facilitate school-community relations. (4)

*791 Present logical, factual, and documented support for recommendations and proposals pertaining to the vocational education program. (3)

793 Articulate vocational education needs and programs with representatives of labor and other community groups. (4)

798 Develop vocational education operating policies. (3)

Management of Student Services

*801 Protect the health and safety of the vocational education students and staff. (4)

805 Supervise a system of vocational student placement and follow-up. (3)

*806 Promote operation of the student government. (3)

*807 Maintain a system of student rules and regulations. (3)

808 Evaluate the total student services program. (3)

Management of Personal/Professional Development

*809 Adhere to a professional code of ethics. (5)

*811 Prepare a long-range personal/professional development plan. (4)

*812 Implement a self-improvement plan. (5)

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*814 Apply current vocational education leadership theory and practice. (4)

*816 Maintain a personal/professional philosophy of education. (4)

Management of Physical Facilities

817 Determine facility and equipment needs for the vocational education program. (3)

818 Provide for the security of vocational education plant, equipment, and personnel. (3)

819 Maintain vocational education facilities and equipment in compliance with all codes, laws, rules, and regulations. (4)

820 Maintain vocational education plant and equipment in a safe, clean, operable condition. (4)

821 Coordinate the planning, construction, and equipping of new and/or expanded facilities for vocational education. (3)

822 Maintain a system for receiving, storing, and dispensing materials, equipment, and supplies for vocational education. (3)

823 Supervise the vocational facilities to allow optimum utilization consistent with safe and efficient instruction. (4)

824 Apply policy regulating the use of the vocational facilities. (3)

Management of Business and Finance

826 Prepare an annual budget for vocational education. (3)

827 Prepare a capital improvement budget for a vocational facility expansion or construction. (3)

828 Locate potential sources of funding for new and continuing vocational program operation and development. (3)

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829 Administer annual vocational education budget in line with approved policies and priorities. (3)

830 Implement procedures for purchasing, receiving, dispensing, and accounting for education supplies, equipment, and services. (3)

831 Maintain an approved accounting system providing control, analysis, and audit for all vocational education program funds. (3)

832 Analyze the cost of operating a vocational instructional program. (3)

833 Maintain insurance coverage for the vocational education program. (3)

835 Prepare proposals for special federal and state vocational funding. (3)

836 Present financial status reports to the vocational education governing board and/or appropriate operating committees. (4)

NOTE: The starred (*) competencies indicate the supervisor required competencies.

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Revised 10/85

APPENDIX D

INDIANA UNIVERSITY OF PENNSYLVANIA
Vocational Leadership Development

Competency Guide Sheet

NAME: _____ **DATE:** _____

COMPETENCY NUMBER: 708

COMPETENCY TITLE: Generate a needs assessment instrument. (3)

CRITERIA SELECTION: (Which criteria on the LPAF for this competency will be checked as "N/A" and which will be checked as "Attained"?)

"N/A" Criteria:

"Attained" Criteria:

BACKGROUND (THEORY) RESOURCES
For this competency, you may wish to read any or all of the following resources:

1. AAVIM CBAE Module Number LT-I-2, "Use Inquiry Skills to Help Improve Vocational Education," pp. 20-38.

2. Babbie, Earl R., Survey Research Methods. Belmont, CA: Wadsworth Publishing Company, Inc., 1973. pp. 41-52, 73-110, 131-156, and 205-221.

3. AAVIM CBAE Module Number LT-A-1, "Develop Local Plans for Vocational Education: Part I," pp. 47-73.

4. Moyer, Kerry L., Self-Evaluation Handbook for Area Vocational-Technical Schools. Harrisburg, PA: Pennsylvania Department of Education, Bureau of Vocational Education, 1982. Task 9, pp. 63-74.

5. AAVIM PBTE Module Number A-1, "Prepare for a Community Survey," pp. 29-66.

6. IUP's Competency Guide Sheet Number 727, Learning Experience III, pp. 15-25.

7. American Institutes for Research, VECS Module No. 7, "Vocational Needs Assessment and Curriculum Development," pp. 23-31, 41-48, and 65-76.

E. K. Allen
Rev. 11/85

LIST OF KEY POINTS OR KEY CONCEPTS: (What in your reading did you find particularly important or valuable?)

1.

2.

3.

4.

5.

IMPLEMENTATION PLAN: (Your implementation plan should reflect your key points and should be approved by your resource person(s) BEFORE you take any action.)

DOCUMENTATION

As you develop this competency, document your actions. This documentation could include:

1. NOTE: Concentrate your efforts on the data needed for Competency Number 711 (see the LPAF for Competency No. 711).

2. A copy of the needs assessment instrument, including any cover letters, plus a summary of the returns.

3. A copy of the needs assessment plan including the goals and objectives, budget, time-line, and evaluation of effort (i.e., can you do it better the next time?).

4. Pilot test information.

5. A list of the individuals/agencies/businesses receiving the instrument(s).

(SLRP) _____

(FRP) _____

COMPETENCY #708
Guided Application (3)

LEADERSHIP PERFORMANCE ASSESSMENT FORM

	LEVEL OF PERFORMANCE		
	N.A.	NOT ATTAINED	ATTAINED
Competency: Generate a needs assessment instrument.			
Criteria:			
In preparation for the development of the needs assessment, the leadership intern:			
1. obtained samples of existing needs assessment instruments			
2. evaluated existing needs assessment instruments in terms of the goals and objectives of the survey.			
In adapting or constructing the needs assessment instrument, the leadership intern:			
3. developed questions related to the goals and objectives of the survey.			
4. posed questions which were relevant and understandable to the population and geographic area of the survey.			
5. avoided requesting information which was available from other sources.			
6. consulted the advisory committee for their opinions and suggestions on the instrument. . . .			
7. constructed an instrument which could be administered within the allotted budget			
8. obtained permission to use copyrighted material .			
In refining the needs assessment instrument, the leadership intern:			
9. selected an appropriate sample from the population to test the instrument			
10. completed a pilot test of the instrument.			
11. tabulated the results of the pilot test			

	LEVEL OF PERFORMANCE		
	N.A.	NOT ATTAINED	ATTAINED
12. evaluated the instrument for clarity and validity with experts			
13. checked reliability of instrument through an appropriate technique			
14. made corrections to the instrument where indicated by the pilot test and other inputs. . .			

Intern's Initials	Date	SLRP's Initials	Date	FRP's Initials	Date

VECS 3, 8/80, TU, Revised 6/85

APPENDIX E*

Indiana University of Pennsylvania
Vocational Leadership Development Program

STAFF QUESTIONNAIRE

PART A

Please place a check ( ) before the title you hold within the Vocational Leadership Development Program.

_____ Senior Teacher Educator _____ Field Resource Person
_____ School Leadership Resource Person

PART B

Since you are actively involved with one or more interns being served by IUP's Vocational Leadership Development Program, your evaluation of the program is needed. Listed below are a number of statements relating to the way the Leadership Program operates. Read each statement and then determine the degree to which the statement describes the program as it applies to the interns with whom you are actively involved. Use the following scheme and circle an appropriate number next to the statement:

1. The Leadership Program almost always operates like this.
2. The Leadership Program often operates like this.
3. The Leadership Program operates like this at times.
4. The Leadership Program rarely operates like this.
5. The Leadership Program never operates like this.

1-ALMOST ALWAYS	2-OFTEN	3-AT TIMES	4-RARELY	5-NEVER

1. Interns are encouraged to conduct a careful self-evaluation for each competency using the Leadership Performance Assessment Form(LPAF) before submitting the completed products/processes to resource persons.	1 2 3 4 5
2. Interns are encouraged to accept responsibility for their own learning.	1 2 3 4 5
3. Interns have sufficient resources and references at their disposal to develop a specific competency.	1 2 3 4 5

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*NOTE: An instrument identical to this, except for a slight change in wording, is distributed to each leadership intern.

1-ALMOST ALWAYS	2-OFTEN	3-AT TIMES	4-RARELY	5-NEVER

4. Interns are encouraged to "test out" of a particular competency without engaging in the "developmental" mode if they are able to document past experience. 1 2 3 4 5

5. Interns are encouraged to apply recently acquired theory with the development of the competencies. 1 2 3 4 5

6. Interns are provided the opportunity to develop competencies with the staff at the school where they are employed. 1 2 3 4 5

7. Interns have the opportunity to assist a minimum of two instructors outside the interns' area of technical speciality. 1 2 3 4 5

8. Interns routinely use the video tape recorder (VTR) as a self-evaluation tool. 1 2 3 4 5

9. Interns routinely use the VTR to assist instructors to self-evaluate. 1 2 3 4 5

10. Interns are encouraged to routinely practice learned skills. 1 2 3 4 5

11. Interns are provided the flexibility to develop competencies as the opportunities present themselves. 1 2 3 4 5

12. Interns are free to develop as many competencies as their personal commitment of time and opportunities in school permit. 1 2 3 4 5

13. Interns are provided with sufficient notice of potential leadership activities so competencies can be integrated into routine school functions. 1 2 3 4 5

14. Interns' competency development plans for each competency contain a brief, but detailed plan of how interns will implement the competency, a careful selection of applicable criteria, and a list of key points. 1 2 3 4 5

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1-ALMOST ALWAYS	2-OFTEN	3-AT TIMES	4-RARELY	5-NEVER

15. Interns are encouraged to establish knowledge of how and why a skill should be performed in a certain way prior to actually demonstrating the competency in a leadership role. 1 2 3 4 5

16. Interns set their own learning pace. 1 2 3 4 5

17. Interns are required to videotape certain leadership skills. 1 2 3 4 5

18. Interns can select competencies in any order they choose. 1 2 3 4 5

19. Interns must perform at the level specified on the LPAF (i.e., guided application, independent application, understanding, etc.) before the competency is considered to be completed. 1 2 3 4 5

20. Interns periodically meet as a group to discuss their leadership roles, concerns of competency development, professional needs, presentation by outside experts, and the like. 1 2 3 4 5

21. Interns discuss theory relative to each competency with me prior to actually developing the competency. 1 2 3 4 5

22. At the beginning of each semester, I and the intern(s) independently conduct a needs assessment. 1 2 3 4 5

23. Interns consider the Field Resource Person (FRP) to be a helper and place trust in that relationship. 1 2 3 4 5

24. Interns are provided with continuous feedback from the FRP as they develop competencies. 1 2 3 4 5

25. Interns have a conference with an FRP at least once every other week lasting a minimum of one hour. 1 2 3 4 5

26. Interns can expect a visit from an FRP on a specific agreed-upon day. 1 2 3 4 5

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1-ALMOST ALWAYS	2-OFTEN	3-AT TIMES	4-RARELY	5-NEVER

27. Interns' recycled competencies are discussed with their resource person(s) before additional development is undertaken. 1 2 3 4 5

28. Based upon a formal needs assessment, interns and School Leadership Resource Persons (SLRP) cooperatively prepare a listing of the competencies to be developed for the semester (i.e., a "contract"). 1 2 3 4 5

29. Interns are quizzed on related theory by the SLRP and/or FRP to determine whether a knowledge base has been established for the performance of a leadership competency. 1 2 3 4 5

30. Interns have a conference with the SLRP at least one hour per week. 1 2 3 4 5

31. Interns' competency products/processes are carefully assessed, using the LPAF, by the SLRP prior to submission to the FRP. 1 2 3 4 5

32. Interns are provided with continuous feedback from the SLRP as they develop competencies. 1 2 3 4 5

33. Interns and SLRP cooperatively prepare a competency development plan for each competency on the "contract." 1 2 3 4 5

34. Interns and I (SLRP or FRP) jointly prepare and sign an implementation plan (as part of a competency guide sheet) for each competency to be developed. 1 2 3 4 5

35. Interns are encouraged to complete a "Guide for Competency Documentation" for each documented competency. 1 2 3 4 5

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PART C

Rate the following in terms of the degree to which each is a personal problem to you in performing your role in the Leadership Program. As you rate, please use the following scheme:

1. No problem
2. A slight problem
3. Somewhat of a problem
4. A great problem
5. A very great problem
6. I'm not involved with this aspect of the program

1-NO PROBLEM	2-SLIGHT PROBLEM	3-SOMEWHAT A PROBLEM	4-GREAT PROBLEM	5-VERY GREAT PROBLEM	6-NOT INVOLVED

1.	Availability of learning materials (i.e., leadership modules, competency guide sheets).	1 2 3 4 5 6
2.	Availability of videotape equipment.	1 2 3 4 5 6
3.	The availability of the resource materials cited in the learning modules and guides.	1 2 3 4 5 6
4.	The quality of the learning materials in the leadership program (i.e., modules, competency guide sheets).	1 2 3 4 5 6
5.	The quality of the learning experiences and self-check activities utilized in the modules and competency guide sheets.	1 2 3 4 5 6
6.	The helping conference with interns.	1 2 3 4 5 6
7.	Finding enough time to function in my role in the leadership development program.	1 2 3 4 5 6
8.	School Leadership Resource Persons.	1 2 3 4 5 6
9.	Field Resource Persons.	1 2 3 4 5 6
10.	Senior Teacher Educators.	1 2 3 4 5 6

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1-NO PROBLEM	2-SLIGHT PROBLEM	3-SOMEWHAT A PROBLEM	4-GREAT PROBLEM

5-VERY GREAT PROBLEM	6-NOT INVOLVED

11. Requiring interns to recycle through a competency if it is unsatisfactory due to inappropriate/inadequate documentation and/or low level of development.	1 2 3 4 5 6
12. The requirement for interns to develop three competencies for each credit hour registered.	1 2 3 4 5 6
13. The quality of assistance offered to the administration and/or staff by the intern.	1 2 3 4 5 6
14. The receptivity and willingness of the administration and/or staff to accept the help offered by the intern.	1 2 3 4 5 6
15. The composition of the Council of Educators' review panel (the SLRP, an "outside" administrator, and a university representative) to jointly share the responsibility to recommend the intern for certification.	1 2 3 4 5 6
16. Requiring interns to develop a competency at a particular level (i.e., guided application, independent application and mastery).	1 2 3 4 5 6
17. Acting as helping advisor to persons who are not interns.	1 2 3 4 5 6
18. Travel to serve interns.	1 2 3 4 5 6
19. Acting as advisor to interns.	1 2 3 4 5 6
20. Grading interns.	1 2 3 4 5 6
21. Registering interns.	1 2 3 4 5 6
22. My own training program designed to help me function in the leadership development program.	1 2 3 4 5 6
23. The compensation (salary, extrinsic award) that I receive for the work I do in the leadership development program.	1 2 3 4 5 6
24. Managing student records.	1 2 3 4 5 6

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PART D

Rate the following in terms of the degree to which you personally value each. As you rate, please use the following scheme:

1. Extreme value.
2. Considerable value.
3. Some value.
4. Slight value.
5. Absolutely no value.
6. No opinion since I am not personally involved with this.

1-EXTREME	2-CONSIDERABLE	3-SOME	4-SLIGHT	5-NO VALUE	6-NO OPINION

1. The competency guide sheets.	1	2	3	4	5	6
2. The modules.	1	2	3	4	5	6
3. The "Guides for Competency Documentation."	1	2	3	4	5	6
4. Having School Leadership Resource Persons as helpers to interns.	1	2	3	4	5	6
5. Having Field Resource Persons as helpers to interns.	1	2	3	4	5	6
6. Having a Council of Educators to help assess an intern's readiness to exit the program.	1	2	3	4	5	6
7. Using video-feedback for intern self-evaluation.	1	2	3	4	5	6
8. The helping conference as an effective way to help intern supervisors move toward leadership competence.	1	2	3	4	5	6
9. Allowing interns to develop competencies in an order of personal value.	1	2	3	4	5	6
10. Allowing interns to attempt to "test out" of performance.	1	2	3	4	5	6
11. Allowing interns to set their own learning pace.	1	2	3	4	5	6

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1-EXTREME	2-CONSIDERABLE	3-SOME	4-SLIGHT	5-NO VALUE	6-NO OPINION

12.	Periodically providing interns to meet as a small group to practice leadership skills and interact with each other.	1	2	3	4	5	6
13.	Your meetings/conferences with the Senior Teacher Educator.	1	2	3	4	5	6
14.	Your meetings/conferences with the Field Resource Person.	1	2	3	4	5	6
15.	Your meetings with the interns.	1	2	3	4	5	6
16.	Having the Field Resource Person assess the interns' competencies in addition to the School Leadership Resource Person and/or the Senior Teacher Educator.	1	2	3	4	5	6
17.	The pre-assessment conducted at the very beginning of an intern's program, as well as each semester.	1	2	3	4	5	6
18.	The oral debriefing process on theory between the Field Resource Person and the interns.	1	2	3	4	5	6
19.	Using video-feedback for resource person evaluation.	1	2	3	4	5	6
20.	Having a computerized management information system to manage student records.	1	2	3	4	5	6
21.	Having a planned program of staff development for resource persons.	1	2	3	4	5	6

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Finally, in your opinion, to what degree has the Leadership Development Program been successful in helping interns move toward becoming competent vocational leaders (Vocational Curriculum Specialist, Vocational Supervisor, Vocational Director. Circle the number next to the statement which most accurately expresses your opinion.

1. Extremely Successful
2. Considerably Successful
3. Somewhat Successful
4. Slightly Successful
5. Totally Unsuccessful

Comments:

_____

_____

_____

Name (optional)_____

Leadership
Evaluation

Leadership Evaluation
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